

# **HISTORY OF GHANA**

*For Basic Schools*

## **TEACHER'S GUIDE BOOK 2**

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ISBN: 978-9988-9013-9-4

Published in Ghana by Masterman Publications Ltd.

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## **PREFACE**

The History of Ghana for Basic Schools Book 2 is an informational and activity based book, written in conformity with National Council for Curriculum and Assessment(NaCCA) under the Ghana Education Service (GES) Syllabus(2019).

The book is divided into main chapters and units which capture reading text, interesting and fun-filled activities that enable learners to have fun as they learn. This Teacher's Guide is the major resource material that guides the facilitator with methods, strategies and procedures as well as additional information and detailed notes for teaching each topic and activity. It also contains answers to all exercises in the Learner's Book.

It has been written in conformity with all the exercises in the Learner's Textbook. It is meant to serve as an instructional manual to save the facilitator a lot of time by indicating the various specific chapters, unit, activities and exercises. It will, no doubt, prove helpful to the facilitator.

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## **INTRODUCTION**

### **RATIONALE OF HISTORY AS A SUBJECT OF STUDY IN SCHOOL**

History is a subject that explores the past with the aim of understanding the factors that have shaped our world into what and how it is today. History deals with important past activities of people so that we understand how we acquired our identity and culture. As an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners because it teaches learners to analyse, evaluate and interpret past events carefully in order to understand current events and make informed decisions. The study of history also teaches important moral lessons and provides clear guidelines for everyday life and interactions of people in society.

As Ghanaians, there is less understanding among us about important historical developments and events such as the evolution of the different ethnic groups in the country and their social and economic institutions; the development of state systems; their contact with the outside world and economic, social and political consequences of that contact, such as the loss of political independence, the recovery of sovereignty and the emergence of the modern state of Ghana. Furthermore, there is the need to appreciate the value of our own culture. As learners study Ghana's history, they would appreciate the life and sacrifices of our forebears and learn about the interconnectedness among the various ethnic groups to promote national integration, develop national pride and identity. Learners would learn about statesmen and women, chiefs and other individuals who played various roles to promote Ghana's development. In essence, the youth would consequently become patriotic, learn moral lessons, appreciate traditional Ghanaian values, and become useful national and global citizens.

## **PHILOSOPHY**

The study of history helps people and societies to know their past, their culture and values which together are the essential elements for promoting nationalism, guaranteeing the survival of society and humanity in general. It is therefore not possible for any group of people to determine, reveal and establish values, ideals, goals, principles and norms for a society without reference to historical knowledge. The understanding of this underpins the learning and teaching philosophies envisaged for this curriculum.

## **TEACHING PHILOSOPHY**

The philosophy of learning history is based on the need to produce citizens who are able to reconstruct the present by describing, analysing and evaluating past events. Learners should critically trace patterns of human behaviour and communicate their views on how the past could influence the present from an informed position. In essence, learners would understand that present events have historical antecedents and parallels from which useful lessons could be drawn. Through the learning of history, learners would, specifically, acquire:

- a) Critical thinking skills by comparing, contrasting, evaluating, synthesizing, and applying historical information or knowledge with little or no supervision.
- b) Creative thinking skills to be able to reconstruct important past events confidently.
- c) Digital literacy by using its tools and resources efficiently for investigations and project work.
- d) Effective communication skills to be able to share information at varied levels of interaction.
- e) Values to live as global citizens as they learn about other people and cultures of the world.

## **LEARNING PHILOSOPHY**

The history classroom should be learning-centred, where the facilitator introduces the topic for the day and assists learners to describe and analyse issues raised, trace patterns of societal and human behaviour and where necessary, give their views on current events (in the country) based on their knowledge of the history of Ghana. The class will be encouraged to explore topics through questioning. The history of Ghana curriculum is underpinned by seven historical concepts and classroom activities. The facilitator should emphasise these important concepts in the day to day learning episodes as they are aimed to promote higher order thinking among learners. These concepts are:

- a) Context and chronology
- b) Significance
- c) Cause and consequence
- d) Continuity and change
- e) Similarity and difference
- f) Evidence
- g) Interpretation

***Therefore, through the teaching and learning of History, learners are to:***

- a) Appreciate the history of themselves, their families and communities.
- b) Acquire the skill of gathering and objectively analysing historical data, using scientific methods that will enable them interpret past actions and behaviours of the people of Ghana from a Ghanaian perspective.
- c) Acquire more knowledge on the history of the people of Ghana.
- d) Apply historical concepts to the study of the history of Ghana.
- e) Develop a discerning approach to studying sources of historical evidence.
- f) Develop a sense of national consciousness and appreciate the factors that make for national unity.

- g) Acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement.
- h) Appreciate the relevance of the study of history in current and future development efforts of the nation.

### **GENERAL AIM**

The curriculum is aimed at developing individuals to become literate, good problem solvers, with the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### **SUBJECT AIMS**

*The Curriculum for the history of Ghana aims to ensure that learners can:*

1. Trace Ghana's origins and its past glories.
2. Develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens.
3. Develop a critical understanding of the past and its impact on the present to help them face the future with confidence.
4. Explain how external factors have shaped the history of Ghana.
5. Gain a sense of national consciousness, identity and appreciation of Ghanaian values in order to help instil values such as tolerance, good citizenship and national pride.
6. Study history of Ghana in an enjoyable and stimulating environment.
7. Make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.



## **INSTRUCTIONAL EXPECTATIONS**

The goal of introducing History of Ghana as a subject in the basic school is to effect positive change in values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons which involve learners in the learning process. This would let them yearn to know more and adopt skills which will be essential for them to function in the society. The enquiry approach of teaching is therefore encouraged in the history classroom. The learner should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources.

**Primary sources** originate from the past. Essentially, primary sources are closer to the events in time and space. Examples could include pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records and verbal accounts from people who witnessed an event, archival documents and archaeological findings.

**Secondary sources** relate to accounts about past events produced based on the interpretation of primary sources. E.g. books, journals, articles etc.

- Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning History of Ghana.
- Generate discourse among learners and challenge them to accept and share responsibility for their own learning based on their unique individual differences.
- Use multiple methods and systematically gather data about learner understanding and ability to guide teaching and learning with arrangements to provide feedback to both learners and parents.
- Collaborate with colleagues within and across disciplines and grade levels to develop communities of learners who have the skills of inquiry and exhibit attitudes and social values conducive to learning.

***The facilitator should serve these expectations by adopting strategies that involve learners in:***

1. Observing and collecting historical evidence.
2. Interpreting data as required.
3. Model building.
4. Developing projects.

***The following activities are recommended for the facilitator:***

1. Sessions considering different sources of historical evidence including discussions with people with historical knowledge (resource persons) and visit to historical sites.
2. Debates among groups on various topics relating to history.
3. Projects using modern technologies to communicate findings clearly and effectively in the form of papers, exhibits/posters, drama and documentaries.

## **CORE COMPETENCIES**

Historical Studies describe a body of skills that facilitators in history at all levels should seek to develop in their learners. They are ways in which practitioners and learners in the history discipline engage with the subject matter as they learn the subject throughout the various phases in their education. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

The core competencies describe a body of skills that facilitators at all levels should seek to develop in their learners. They are ways in which facilitators and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.



### **CRITICAL THINKING AND PROBLEM SOLVING (CP)**

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem-solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

### **CREATIVITY AND INNOVATION (CI)**

Creativity and Innovation promotes entrepreneurial skills in learners' through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

### **COMMUNICATION AND COLLABORATION (CC)**

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

### **CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)**

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and the world at large. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

## **PERSONAL DEVELOPMENT AND LEADERSHIP (PL)**

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

## **DIGITAL LITERACY (DL)**

Digital Literacy develops learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

## **LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

## **ORGANIZATION OF THE LEARNER’S TEXTBOOK AND THE TEACHER’S GUIDE**

The content of the Learner’s Textbook is organized into Chapters. Each CHAPTER is made up of a fairly homogeneous body of knowledge within the subject. A Unit is made up of a more related and homogeneous body of knowledge and skills. Each CHAPTER in the Learner’s Textbook has Exercises for learners to answer.

The content of the Teacher’s Guide is organized just like the Learner’s Textbook. After studying each CHAPTER, learners are to answer the Exercises that are relevant to only that particular Unit. Answers to these Exercises have been provided for the facilitator at the end of each CHAPTER.

### **ORGANIZATION OF THE TEACHER’S GUIDE**

*After the specific objective of each Unit, you will find:*

- The **chapters** are the broad areas/sections of the history curriculum to be studied.
- The **Unit** are larger groups of related indicators. Indicators from unit may sometimes be closely related.
- **Content standards**

This refers to the pre-determined level of knowledge, skill and/or attitude that the learner attains by a set stage of education.

- **Subject specific practices and core competencies**

The core competencies describe a body of skills that facilitators at all levels should seek to develop in their learners. They are ways in which facilitators and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

- **Planning the Chapters**

This is where the facilitator is supposed to plan how he/she intends to teach the Unit and look for the necessary teaching and learning resources.

- **Introduction**

Each Unit has a brief introduction that seeks to give the facilitator a fair idea of what the subject matter / CHAPTER and Unit is about.

- **Activities**

The activities provide the facilitator with step-by-step guidelines on how to teach the CHAPTER and the Unit to achieve the objectives of the lesson.

- **Additional information**

Here, the author provides an additional information about the CHAPTER or Unit to the facilitator.

- **Diagnostic assessment**

The diagnostic assessment questions provided seek to find out from the learners about their knowledge on the subject matter, CHAPTER / Unit.

- **Exercises**

This is where the facilitator finds out about learners' understanding of the lesson that has been taught by giving learners relevant questions to answer and discussing the answers to these questions with learners after marking.

**Unit 1 THE PEOPLE OF GHANA**

*[Refer to pages 1 to 50 of Learner's Textbook 2]*

**Content Standards**

1. Demonstrate knowledge of the ethnic groups in Ghana.
2. Show understanding of characteristics of some of the ethnic groups in Ghana.

**Subject Specific Practices and Core Competences**

1. Learners enhance their cultural identity, critical thinking and digital literacy as they identify the various ethnic groups.
2. As learners identify characteristics of the ethnic groups in Ghana, they develop cultural identity, tolerate and collaborate with others.

**Planning the Unit**

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's Textbook, pictures and illustrations.

**Introduction**

A census conducted in 1960 suggests that Ghana had about 100 linguistic and cultural groupings. However, census conducted in recent times placed less emphasis on ethnic and cultural composition of the population. The major ethnic groups in Ghana include the Akan, Ewe, Mole-Dagbani, Guan, and Ga-Adangbe. These ethnic groups have sub-divisions which share common cultural heritage, history, language, and origin.

This lesson intends to assist learners to identify the ethnic groups in each region in Ghana and state the characteristics of the ethnic groups in Ghana.

### **Indicators**

After studying this Unit, learners will be able to:

1. Identify the ethnic groups in each region in Ghana.
2. State the characteristics of the ethnic groups in Ghana.

### **Performance Indicators**

1. Learners mention the ethnic group they belong to.
2. Learners describe the culture of their ethnic groups.
3. Learners mention the names of the festivals the people of their ethnic group celebrate.
4. Learners give at least one reason why festivals are celebrated.
5. Learners describe a festival they have witnessed or watched on the television.

### **Diagnostic Assessment**

1. Mention the ethnic group they belong to.
2. Describe the culture of their ethnic groups.
3. The names of the festivals the people of their ethnic group celebrate.
4. Give at least one reason why festivals are celebrated.
5. Describe a festival they have witnessed or watched on the television.

### **Note:**

Answers to diagnostic questions are in the main lesson content of this lesson. If learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

### **Activity 1**

Let learners brainstorm to explain the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let



learners use the key words to make correct sentences. [Refer to pages 1 to 40 of Learner's Textbook 2]

### Meanings of some Key Words

- **Culture** is a way a group of people live.
- **Ethnic groups** is a group of people whose way of life is similar compared to other people in the same society.
- **Islamic** means relating to Islam. Islam is the religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.
- **Settler** is a person who moves with a group of others to live in a new country or area.
- **Parade** is a public procession, especially one celebrating a special day or event.
- **Famine** is a period of extreme scarcity of food.
- **Harvest** is the process or period of gathering in crops.
- **Migration** is a movement of people from one region to another to settle.
- **Cleanse** means to make something completely clean.
- **Misfortune** means a very bad luck, or something that happens to you as a result of bad luck.

### Meanings of additional key words for the teacher

- **Akan** is a major ethnic group in Ghana.
- **Ewe** is a major ethnic group in Ghana.
- **Ga-Adangbe** is a major ethnic group in Ghana.
- **Mole-Dagbani** is a major ethnic group in Ghana.
- **Guan** is a major ethnic group in Ghana.
- **Festival** is a special celebration when there are performances of many plays, films, pieces of music which usually take place once a year.

### Activity 2

Let learners brainstorm to explain the term culture. Let learners read and discuss the meaning of culture on page 2 Learner's Textbook 2.

### Activity 3

Let learners brainstorm to explain an ethnic group. Let learners read and discuss the meaning of an ethnic group on pages 2 and 3 of Learner's Textbook 2.

### Activity 4

Use a map that shows the major ethnic groups in Ghana to assist learners to identify where the major ethnic groups are located. *Refer to page 4 of Learner's Textbook 2.*



*A map showing the major ethnic groups in Ghana*

### **Activity 5**

Let learners brainstorm to describe the characteristics of the Akan ethnic group. Let learners mention some Akan sub-ethnic groups that they know. Let learners read and discuss the Akan ethnic groups on pages 4 to 7 of Learner's Textbook 2.

### **Activity 6**

Let learners perform activity 2 on page 14 of Learner's Textbook 2. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Teacher should demonstrate to learners how to dance Adowa, Kete and Apatampa dances.
3. In groups, let learners practise the Adowa, Kete and Apatampa dances.
4. In groups, let learners showcase the dances that they have practised to the class.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
7. Encourage learners to ask questions about things that they do not understand.

### **Activity 7**

Let learners brainstorm to describe the characteristics of the Ewe ethnic group. Let learners mention some Ewe sub-ethnic groups that they know. Let learners read and discuss the Ewe ethnic group on pages 14 to 17 of Learner's Textbook 2.

### **Activity 8**

Let learners perform activity 3 on page 17 of Learner's Textbook 2. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Teacher should demonstrate to learners how to dance agbadza, kinkar, tsagbekor and borbobor dances.

3. In groups, let learners practise the agbadza, kinkar, tsagbekor and borbobor dances.
4. In groups, let learners showcase the dances that they have practised to the class.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
7. Encourage learners to ask questions about things that they do not understand.

### **Activity 9**

Let learners brainstorm to describe the characteristics of the Ga-Adangbe ethnic group. Let learners mention some Ga-Adangbe sub-ethnic groups that they know. Let learners read and discuss the Ga-Adangbe ethnic group on pages 18 to 19 of Learner's Textbook 2. Guide learners to use the map of Ghana and the map that shows the major ethnic groups to locate the region that the Ga-Adangbe can be located.

### **Activity 10**

Let learners perform activity 4 on page 19 of Learner's Textbook 2. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Teacher should demonstrate to learners how to dance kpanlogo.
3. In groups, let learners practice the kpanlogo dance.
4. In groups, let learners showcase the dances that they have practised to the class.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
7. Encourage learners to ask questions about things that they do not understand.

### **Activity 11**

Let learners brainstorm to describe the characteristics of the Mole-Dagbani ethnic group. Let learners mention some Mole-Dagbani sub-ethnic groups that they know. Let learners read and discuss the Mole-Dagbani ethnic group on pages 20 to 22 of Learner's Textbook 2. Guide learners to use the map of Ghana and the map that shows the major ethnic groups to locate the region that the Mole-Dagbani can be located.

### **Activity 12**

Let learners perform activity 5 on page 22 of Learner's Textbook 2. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Teacher should demonstrate to learners how to dance Bawa, Takai and Damba dances.
3. In groups, let learners practise the Bawa, Takai and Damba dances.
4. In groups, let learners showcase the dances that they have practised to the class.
5. Teacher should award marks to each member of the groups according to their group's performance.
6. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
7. Encourage learners to ask questions about things that they do not understand.

### **Activity 13**

Let learners brainstorm to describe the characteristics of the Guan ethnic group. Let learners mention some Guan sub-ethnic groups that they know. Let learners read and discuss the Guan ethnic group on pages 24 and 25 of Learner's Textbook 2. Guide learners to use the map of Ghana and the map that shows the major ethnic groups to locate the regions that the Guan can be located.

### **Activity 14**

Let learners brainstorm to describe the characteristics of the Gonja ethnic group. Let learners mention some Gonja sub-ethnic groups that they know. Let learners read and discuss the Gonja ethnic group on pages 26 to 29 of Learner's Textbook 2. Guide learners to use the map

of Ghana and the map that shows the major ethnic groups to locate the region that the Gonja can be located.

### **Activity 15**

Let learners brainstorm to explain the term ‘dialects’. Let learners read and discuss dialects of the major ethnic groups in Ghana.

### **Activity 16**

Let learners brainstorm to explain the term ‘festival’. Let learners read and discuss the meaning of the term ‘festival’. Let learners mention some festivals which are celebrated in their immediate communities and others in Ghana. *Refer to page 29 of Learner’s Textbook 2.*

### **Activity 17**

Let learners brainstorm to identify and explain why festivals are celebrated. Let learners read and discuss why festivals are celebrated. *Refer to page 30 of Learner’s Textbook 2.*

### **Activity 18**

Let learners perform activity 6 on page 30 of Learner’s Textbook 2. This activity should be done in class under Teacher’s supervision.

1. Let learners tell the class the name of the festival that the people of your ethnic group celebrate. Let learners tell the class why the people of their ethnic group celebrate these festival
2. Let learners tell the class why and how the festival of the people of their ethnic group is celebrated.
3. Teacher should award marks to each member of the groups according to their group’s performance.
4. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
5. Encourage learners to ask questions about things that they do not understand.

### **Activity 19**

Let learners brainstorm why the festivals listed below are celebrated and the ethnic groups which celebrate these festivals. Let learners discuss how these festivals are celebrated. Show pictures and video of the celebration of the festivals.

1. Homowo festival
2. Asafotufiam festival
3. Hogbetsotso festival
4. Yam festival
5. Odwira festival
6. Akwambo Kese festival
7. Ahwie festival
8. Ohum festival
9. Bakatue festival
10. Kundum festival
11. Fao festival
12. Aboakyere festival
13. Damba festival

### **Activity 20**

Let learners perform activity 6 on page 41 of Learner's Textbook 2. This activity should be done in class under Teacher's supervision.

1. Put learners into groups.
2. Let learners identify the festival that their people celebrate and tell why this festival is celebrated.
3. Let learners do a presentation to describe how the festival of their people is celebrated.
4. Teacher should award marks to each member of the groups according to their group's performance.

5. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.
6. Encourage learners to ask questions about things that they do not understand.

**Exercise 1** [*Refer to pages 41 and 42 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 1**

1. Culture
2. Ethnic group
3. Fante
4. Akan
5. Akan ethnic group
6. False
7. False

**Exercise 2** [*Refer to pages 43 to 45 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.



### **Answers to Exercise 2**

1. Akan
2. Guan
3. Ga-Adangbe
4. Ewe
5. Nana
6. Torgbui
7. Asantehene
8. Okyenhene
9. Ya-Na
10. Torgbui

### **Exercise 3** [*Refer to pages 45 to 48 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 3**

1. Fufu
2. Akple
3. Kenkey
4. Adowa
5. Adowa
6. Kinkar
7. Ga-Adangbe

8. Anlo
9. Dagbani
10. Atsiagbekor
11. Mole-Dagbani
12. Ashanti Region
13. Adowa
14. Torgbui
15. Nayiri
16. Yagbon-Wura

**Exercise 4** [*Refer to page 49 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 4**

1. Ohum festival
2. Kundum festival
3. Fao festival
4. Aboakyere festival

**Exercise 5** [Refer to page 50 of Learner's Textbook 2]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 5**

Ethnic groups	Festivals
Akan (Akwamu, Akyem, Akuapem)	Hogbetsotso
Ewe (Anlo)	Homowo
Akan (Ajumako)	Damba
Ga	Akwambo Kese
Adangbe	Asafotu-Fiam
Mole-Dagbani (Navrongo)	Fao
Gonja	Odwira

## Unit 4 MAJOR HISTORICAL LOCATIONS

*[Refer to pages 51 to 77 of Learner's Textbook 2]*

### Content Standards

- Exhibit knowledge of the history of the major historical locations in Ghana.

### Subject Specific Practices and Core Competences

- The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.

### Planning the Chapter

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's Textbook 2, the globe, map of Ghana, Atlas, pictures and illustrations.

### Introduction

Historical location is a site where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value. Historic sites are usually protected by law, and many have been recognized with the official **national historic site** status. A historic location may be any building, landscape, site or structure that is of local, regional, or national significance.

Historic sites and heritage sites are often maintained for members of the public to be able to visit. Visitors usually come out with a sense of nostalgia for that era. They usually wish to learn about their cultural heritage, or general interest in learning about the historical context of the site.

This lesson intends to assist learners to identify and discuss the history of Ghana's major historical locations.

## **Indicators**

After studying this Unit, learners will be able to discuss the history of Ghana's major historical locations. Examples include Kumasi Military Museum, Okomfo Anokye Sword, Assin Manso slave site, Gbewaa Palace.

## **Performance Indicators**

1. Learners mention some historical locations in Ghana.
2. Learners describe some historical locations in Ghana.
3. Learners explain the purpose of a defence wall.
4. Learners explain what a presidential palace is used for.

## **Diagnostic Assessment**

1. Mention some historical locations in Ghana.
2. Describe some historical locations in Ghana.
3. Explain the purpose of a defence wall.
4. Explain what a presidential palace is used for.

### **Note:**

Answers to diagnostic questions are in the main lesson content of this lesson. If learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

## **Activity 1**

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. *[Refer to pages 51 to 70 of Learner's Textbook 2]*

### Meanings of some Key Words

- **Historical** means something of or concerning history or past events.
- **Political** means relating to the government or public affairs of a country.
- **Military** means something that relates to or has the characteristic of soldiers or armed forces.
- **Cultural** means something that relates to the ideas, customs, and social behaviour of a society.
- **Heritage** refers to a property that is or may be inherited; an inheritance.
- **Cathedral** is a very large, usually stone, building for Christian worship. It is the largest and most important church of a diocese.
- **Monument** is a statue, building, or other structure erected to commemorate a notable person or event.
- **Stilt** is either of a pair of upright poles with supports for the feet enabling the user to walk at a distance above the ground.
- **Camp** is a place with temporary accommodation of huts, tents, or other structures, typically used by soldiers, refugees, or travelling people.
- **Mausoleum** is a stately or impressive building housing a tomb or group of tombs.

### Activity 2

Let learners brainstorm what a historical location is. Let learners mention the historical location in the community. Let learners mention the historical locations in Ghana that they know. Refer to page 51 and 52 of Learner's Textbook 2.

### Activity 3

Let learners brainstorm to describe some major historical locations in Ghana. Let learners discuss the major historical locations in Ghana. Examples of these major historical locations are:

1. Kumasi Fort and Military Museum
2. Okomfo Anokye Sword
3. The Assin Manso Slave Market

4. Paga Nania Slave Camp
5. The Slave Market of Abonse
6. Salaga Slave Market
7. Saakpuli
8. Gbewaa Palace
9. Asante Traditional Buildings
10. Gwollu defence wall
11. Nalerigu defence wall
12. Ancient Mosque of the Northern Region
13. The Nzulezu stilt settlement
14. Old Navrongo Catholic Cathedral
15. Presidential Palace – Golden Jubilee House
16. Independence Square

#### **Activity 4**

Organise fieldstrip for learners to visit some of the major historical locations. Let learners listen attentively and make notes. Let learners take pictures and make video about their trip. Let learners write a report for presentation in class about the major historical locations they visited.

1. Put learners in groups. Let each group give a presentation about the major historical locations they visited.
2. Teacher should award marks to each member of the groups according to their group's performance.
3. The award of marks should be based on clarity of thought, orderly presentation of material, correct statement of facts and analysis as well as good communication skills.

#### **Exercise 1** [*Refer to pages 71 to 73 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.

3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 1**

1. Islamic traders
2. Islamic traders
3. Defend the people of Gwollu against slave raiders.
4. Defend the people of Nalerigu against slave raiders.
5. Upper East Region of Ghana.
6. 1920
7. Mud bricks
8. Navrongo women

### **Exercise 2 [Refer to pages 73 and 74 of Learner's Textbook 2]**

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

### **Answers to Exercise 2**

1. Surface of water
2. Lake Tadame
3. Over 400 years
4. False
5. False
6. False



**Exercise 3** [*Refer to pages 74 and 75 of Learner's Textbook 2*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 3**

1. True
2. Animals that can be found on the walls of the Asante Traditional Buildings include reptiles, birds, fishes, crocodiles.
3. Dagbon
4. Tohazie, the Red Hunter

**Exercise 4** [*Refer to pages 75 and 76 of Learner's Textbook 2*]

1. Let learners to discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 4**

1. Some of the goods the Europeans traders brought to the Gold Coast e.g. guns and ammunition, schnapps, gin, mirror, cloth etc.
2. Some of the goods the European traders took away from the Gold Coast e.g. gold, pepper, salt, Ivory, corn, slaves etc.
3. No
4. Black Star Square
5. 1961
6. Independence Square / Black Star Square
7. Black Star Monument

8. The Unknown Soldier
9. The Unknown Soldier Statue

**Exercise 5** [*Refer to page 77 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 5**

1. Military Museum
2. Kumasi
3. **The Okomfo Anokye Sword** - This sword was driven into the ground by Okomfo Anokye, the Chief Priest of Asante over 300 years ago. Many people have tried to remove this sword from the ground but failed. It is believed that even machines were used to try and remove the sword but failed. It is therefore called the irremovable sword.
4. Some slave camps/markets and state where they are located:
  - i. Paga Nania slave camp – it was located in Paga, a town in present-day Upper East Region of Ghana.
  - ii. Salaga slave market – it was located in a town called Salaga in present-day Northern Region of Ghana.
  - iii. The Assin Manso slave market – it was located in a town called Assin Manso in present-day Central Region of Ghana.
  - iv. The slave market of Abonse - it was located in a town called Abonse in present-day Eastern Region of Ghana.
5. Dagbon

## **Unit 5 SELECTED INDIVIDUALS**

*[Refer to pages 79 to 98 of Learner's Textbook 2]*

### **Content Standards**

- Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development.

### **Subject Specific practices and core competences**

- The use of evidence to appreciate the significant contribution of some Ghanaian women, learners become creative, innovative and digitally literate.

### **Planning the Unit**

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's Textbook 2, pictures and illustrations.

### **Introduction**

This lesson intends to assist learners to identify some outstanding selected Ghanaian women who have made significant contributions to national development. The lesson also intends to encourage learners to strive hard.

### **Indicators**

After studying this Unit, learners will be able to:

- Identify Ghanaian women who have made significant contributions to national development.

### Performance Indicators

1. Learners mention the names of some outstanding women in their community and tell why they think these women are outstanding.
2. Learners mention the names of some outstanding women in Ghana and say why they think these women are outstanding.

### Diagnostic Assessment

1. Name some outstanding women in their community and tell why they think these women are outstanding.
2. Name some outstanding women in Ghana and say why they think these women are outstanding.

#### Note:

Answers to diagnostic questions are in the main lesson content of this lesson. If learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

### Activity 1

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. [*Refer to pages 78 to 92 of Learner's Textbook 2*]

### Meanings of some Key Words

- **Proprietor** is the owner of a business, or a holder of property.
- **University graduate** means having a Bachelor's degree or a higher degree from a **university**.

- **Pilot** is a person who operates the flying controls of an aircraft.
- **Producer** is a person, company, or country that makes, grows, or supplies goods or commodities for sale or a film maker.
- **Boarding school** is a school which provides accommodation and meals for the pupils/ learners/ students during term time.
- **Presenter** is a person who introduces and appears in a television or radio programme.
- **Researcher** is a person who carries out academic or scientific research.
- **Presiding judge** is a judge in charge of a court hearing.
- **Chief justice** is the head of all **judges** of a court of law in a country, and a member of the apex court, eg. **supreme court in Ghana**.
- **Retired** means having left one's job and ceased to work usually because of one's age.

### **Activity 2**

Let learners mention some outstanding women in their community. Let learners tell the reason for their choice and what they admire about these women.

### **Activity 3**

Mention some outstanding Ghanaian women who have made significant contributions to national development. Examples are:

1. Charity Zormelo Fiawoo
2. Melody Millicent Danquah
3. Elizabeth Ohene
4. Georgina Theodora Wood
5. Joyce Adeline Bamford-Addo
6. Eva Lokko

Let learners tell what they know about any of these distinguished women.

#### Activity 4

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the additional key words under Madam Charity Zormelo Fiawoo. Let learners discuss the meanings of the additional key words and explain them in their own words. Let learners use the additional key words to make correct sentences. *Refer to pages 78 to 92 of Learner's Textbook 2.*

#### Meanings of some Key Words

- **Employee** is a person employed for wages or salary, especially at non-executive level.
- **Proprietor** is the owner of a business, or a holder of property.
- **Elementary school** refers to primary school.
- To **graduate** means to successfully complete an academic degree, course of training.

#### Activity 5

Lead learners to read and discuss Madam Charity Zormelo Fiawoo on her achievements and contribution to national development. *Refer to pages 79 and 80 of Learner's Textbook 2.*

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the additional key words under Madam Melody Millicent Danquah. Let learners discuss the meanings of the additional key words and explain them in their own words. Let learners use the additional key words to make correct sentences. *Refer to pages 81 and 82 of Learner's Textbook 2.*

#### Meanings of additional key words for the teacher

- **Registrar** is an official responsible for keeping a register.
- **Court Registrar** is the Chief Executive officer of a **judicial** forum. They are in charge of the entire registry of the department.
- **Air Force** is a branch of the armed forces concerned with fighting or defence in the air.

- **Pilot** is a person who operates the flying controls of an aircraft.
- **Squadron Leader** is a rank of officer in the Air Force, above Flight Lieutenant and below Wing-Commander.
- **Efficiency** is the state of working in a well-organised and competent way.
- The **Order of the Volta** is an order of merit from the Republic of Ghana. It was instituted in 1960 and is awarded to people for their outstanding service to the country. There are three grades with a civil and military division each. These are:
  1. Companion
  2. Officer
  3. Member

### **Activity 6**

Let learners read and discuss Madam Melody Millicent Danquah on her achievements and contribution to national development. Refer to pages 81 and 82 of Learner's Textbook 2.



*Madam Melody  
Millicent Danquah*

### Activity 7

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the additional key words under Madam Elizabeth Ohene. Let learners discuss the meanings of the additional key words and explain them in their own words. Let learners use the additional key words to make correct sentences. *Refer to pages 83 to 85 of Learner's Textbook 2.*

#### Meanings of additional key words for the teacher

- **Mass communication** refers to the imparting or exchanging of information on a large scale to a wide range of people.
- A **fellow** is a member of an academy, learned society or group of learned people (a fellowship).
- **Reporter** is a person who reports, especially one employed to report news or conduct interviews for the press or broadcasting media.
- **Columnist** is a journalist contributing regularly to a newspaper or magazine.
- **Lead Writer** is a person who oversees the team of **writers** on a television or radio series.
- **Editor** is a person who is in charge of and determines the final content of a newspaper, magazine, or multi-author book.
- **Presenter** is a person who introduces and appears in a television or radio programme.
- **Producer** is a person responsible for the financial and managerial aspects of the making of a film or news broadcast etc.
- **Journalist** is a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast.
- **Investigative Journalist** is a journalist who reports and deeply investigates a single topic of interest, such as serious crimes, political corruption, or corporate wrongdoing.
- **Tertiary Education** is education for people above school age, including college, university, and vocational courses



### Activity 8

Let learners read and discuss about Madam Elizabeth Ohene on her achievements and contribution to national development. *Refer to pages 76 to 78 of Learner's Textbook 2.*

### Activity 9

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the additional key words under Madam Georgina Theodora Wood. Let learners discuss the meanings of the additional key words and explain them in their own words. Let learners use the additional key words to make correct sentences. *Refer to pages 79 to 81 of Learner's Textbook 2.*

### Meanings of additional key words for the teacher

- **Law** is a system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.
- **LLB degree** is a Bachelor of Laws **degree**, usually outside of the United States. (Literally Legum Baccalaureus). An example of **LLB** is the title after the name of a solicitor from England.
- The **call to the bar** is a legal term of art in most common law jurisdictions where persons must be qualified to be allowed to argue in court on behalf of another party and are then said to have been “**called to the bar**” or to have received a “**call to the bar**”.
- **Post-Graduate** relates to a course of study undertaken after completing a first degree.
- **Prosecutor** is a person, especially a public official, who institutes legal proceedings against someone.
- **Magistrate** is a civil officer who administers the law, especially one who conducts a court that deals with minor offences and holds preliminary hearings for more serious ones.
- **Judge** is a public officer appointed to decide cases in a law court.

- **Circuit Court** is ordinarily an inferior trial-level court; appeals are heard by superior courts possessing the requisite jurisdiction.
- **Appeal Court** is a court that hears appeals, especially (the *Appeal Court*) the Court of Appeal.
- **Supreme Court** is the highest judicial court in a country or state.
- **Chief Justice** is the most important **judge** of a court of law, especially a supreme court.

### Activity 10

Let learners read and discuss Madam Georgina Theodora Wood on her achievements and contribution to national development. *Refer to pages 86 to 88 of Learner's Textbook 2.*

### Activity 11

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the additional key words under Madam Joyce Adeline Bamford-Addo. Let learners discuss the meanings of the additional key words and explain them in their own words. Let learners use the additional key words to make correct sentences. *Refer to pages 88 to 90 of Learner's Textbook 2.*

### Meanings of additional key words for the teacher

- **State Attorney** is a lawyer who represents the interests of the state in a legal proceeding, typically as a **prosecutor**.
- **Constitution** is a set of rules that is used to govern the people of a country.
- **Parliament** is the law making body of a country.
- **Speaker of Parliament** of Ghana is the presiding officer of the Parliament of Ghana.

### Activity 12

Let learners read and discuss Madam Joyce Adeline Bamford-Addo on her achievements and contribution to national development. *Refer to pages 88 to 90 of Learner's Textbook 2.*

### Activity 13

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the additional key words under Madam Eva Lokko. Let learners discuss the meanings of the additional key words and explain them in their own words. Let learners use the additional key words to make correct sentences. *Refer to pages 91 to 93 of Learner's Textbook 2.*

### Meanings of additional key words for the teacher

- **Satellite** is an artificial body placed in orbit round the earth or moon or another planet in order to collect information or for communication.
- **Engineer** is a person who designs, builds, or maintains engines, machines, or structures.
- **Infrastructure** is the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.
- **Development** is the process of developing or being developed.
- **United Nations** is an international organisation formed in 1945 to increase political and economic cooperation among its member countries.
- **Civil service** is the permanent professional branches of a state's administration that excludes the military and judicial branches and elected politicians.
- **Civil servant** is a member of the civil service.
- **Advisory** means to have the power to make recommendations but not to take action enforcing them.

**Activity 15**

Let learners read and discuss Madam Eva Lokko on her achievements and contribution to national development. *Refer to pages 84 to 86 of Learner's Textbook 2.*

**Activity 16**

Let learners mention one distinguished woman they have read about and tell what they admire about her. *Refer to pages 69 to 86 of Learner's Textbook 2.*

**Activity 17**

Put learners into small groups and let them identify a woman whom they admire most in the community. Let learners discuss the reasons why they admire this woman.

**Exercise 1** [*Refer to page 93 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 1**

1. Charity Zormelo Fiawoo
2. Melody Millicent Danquah
3. Elizabeth Ohene
4. Georgina Theodora Wood
5. Joyce Bamford-Addo

**Exercise 2** [*Refer to pages 94 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 2**

1. Madam Melody Danquah
2. Madam Melody Danquah
3. Madam Elizabeth Ohene
4. Mrs. Eva Lokko
5. Mrs. Eva Lokko

**Exercise 3** [*Refer to pages 95 to 97 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.






**Answers to Exercise 3**

1. Madam Elizabeth Ohene
2. Madam Elizabeth Ohene
3. Madam Elizabeth Ohene
4. Georgina Theodora Wood
5. Madam Joyce Adeline Bamford-Addo
6. Mrs. Eva Lokko
7. Mrs. Eva Lokko
8. Madam Elizabeth Ohene
9. Squadron Leader

**Exercise 4** [Refer to page 98 of Learner's Textbook 2]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to write the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise 4**

Names	Photographs
Mrs. Georgina Theodora Wood	
Madam Elizabeth Ohene	
Mrs. Eva Lokko	
Madam Joyce Adeline Bamford-Addo	
Madam Melody Danquah	

**Unit 2 INTERNATIONAL TRADE INCLUDING SLAVE TRADE**

*[Refer to pages 99 to 110 of Learner's Textbook 2]*

**Content Standards**

- Understand that trade was the major reason why the Europeans settled in Ghana.

**Subject Specific Practices and Core Competences**

- As learners describe how early trade was carried out between Ghanaians and Europeans, it enhances their communicative, creative and innovative skills. International trade encourages global citizenship.

**Planning the Unit**

This Unit can be taught as illustrated and based on this Teacher's Guide and the activities under this Unit. You would need the following Teaching and Learning Resources for the lesson: Learner's Textbook 2, pictures and illustrations.

**Introduction**

The exchange of goods and services between countries is known as international trade. This type of trade gives rise to a world economy, in which prices, or supply and demand, affect and are affected by global events.

The Atlantic slave trade or Trans-Atlantic slave trade involved the transportation of slaves by slave traders mainly to the Americas. The slave trade regularly used the triangular trade route as its middle passage. The slave trade existed from the 16th to the 19th centuries.

This lesson intends to assist learners to identify and describe how the early slave trade was carried out between Europe and the Gold Coast, now Ghana.

### **Indicators**

After studying this Unit, learners will be able to describe how early trade was carried out between Ghanaians and Europeans.

### **Performance Indicators**

1. learners can describe international trade.
2. learners can explain the meaning of ‘slave trade’.
3. learners can mention some of the items that were exchanged for slaves in the Gold Coast.

### **Diagnostic Assessment**

1. Describe international trade.
2. Explain the meaning of ‘slave trade’.
3. Mention some of the items that were exchanged for slaves in the Gold Coast.

#### **Note:**

Answers to diagnostic questions are in the main lesson content of this lesson. If learners are unable to answer these questions confidently, it may be necessary for you to organise remedial lessons on which the questions are based.

### **Activity 1**

Let learners brainstorm the meaning of the key words. Let learners use the dictionary and an internet search engine (for example, google) to find the contextual meanings of the key words. Let learners discuss the meanings of the key words and explain them in their own words. Let learners use the key words to make correct sentences. [*Refer to pages 99 to 108 of Learner’s Textbook 2*]



### **Meanings of some Key Words**

- **Barter** trade involves exchanges of goods or services.
- **Tusk** refers to the long pointed teeth, especially those that protrude from the closed mouth, as in the elephant, walrus, or wild boar.
- **Capture** means to take into one's possession or control by force.
- **Atlantic** means of or adjoining the Atlantic Ocean. It is a large body of water constituting a principal part of the hydrosphere. The Atlantic Ocean is the second largest **ocean**. It separates North and South America on the west from Europe and Africa on the east.
- **Fort** is a fortified building at a strategic position.
- **Castle** is a large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers and in many cases a moat.

### **Meanings of additional key words for the teacher**

- **International trade** is the exchange of goods and services between countries.
- Slave trade refers to buying and selling of slaves or human beings.
- **Schnapps** is an alcoholic drink or spirit.
- **Tobacco** is a dried brown leaf that is smoked in cigarettes, pipes etc.
- **Gunpowder** is an explosive substance that is used to make bombs and fireworks.
- **Textile** is any type of woven cloth that is made in large quantities, used especially by people in the business of making clothes etc.
- **Ornaments** are small objects that are kept in the house because they are used to beautify, not because they are useful.
- **Elephant tusks** are the enlarged incisor teeth of the elephant made of ivory.

### **Activity 2**

Let learners brainstorm and tell how the early trade was carried out between the people of the Gold Coast and the Europeans. Let learners mention some of the goods that were traded in. Let learners read and discuss how the early trade was carried out between the people of the Gold Coast and the Europeans, including goods they traded in. *Refer to pages 93 to 102 of Learner's Textbook 2.*

### **Activity 3**

Lead learners to discuss the barter system of trade. Lead learners to perform activity 2 on page 102 of Learner's Textbook 2.

1. Role-play a scene to show buying and selling.
2. Role-play a scene to show the barter trade:
  - Let some learners play the role of the Europeans.
  - Let some learners play the role of the local people and chiefs.

### **Activity 4**

Let learners discuss why the slave trade started and how the trade was carried out. Let learners perform activity 3 on page 104 of Learner's Textbook 2.

### **Activity 5**

Let learners discuss where the slaves were acquired from and where they were shipped to. Let learners discuss how the shipped slaves were kept. Let learners discuss how the slaves were transported and how they were treated. Let learners discuss what works the slaves were tasked to do and how they were treated by their masters. *Refer to pages 99 to 108 of Learner's Textbook 2.*



*Dungeons of Elmina Castle*



*Slaves with a slave master*

### Activity 6

Let learners discuss why the slave trade was called the Atlantic Slave Trade or the Triangular Trade. Refer to page 107 of Learner's Textbook 2.



*Atlantic Slave Trade or Triangular Trade*

**Exercise** [*Refer to pages 109 and 110 of Learner's Textbook 2*]

1. Let learners discuss the questions under this exercise. Let learners provide answers orally to the questions.
2. Ask learners to provide the correct answers to the questions in their exercise books.
3. Supervise learners as they do the exercise.
4. Mark the exercise and assist learners to do corrections.

**Answers to Exercise**

1. True
2. True
3. True
4. True
5. Gold
6. Ivory
7. Farms
8. Dungeon
9. Cloth
10. Sugar

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